

Examiners' Report

June 2023

GCE Geography 9GE0 02

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Introduction

Centres should be commended on the performance of their candidates this exam series. Considerably fewer candidates used extra paper, showing that answers were of the length expected. Therefore, most candidates were focusing their answers on the mark allocation and were guided by the question's command word, with fewer lengthy descriptive answers which failed to assess or evaluate, as required.

The paper was generally accessible to candidates across the ability range, with evidence of high-quality work particularly in the higher 12 – and 20-mark questions. Timing did not appear to be an issue for the majority of candidates, although some only managed a few paragraphs on the final 20-mark question meaning the scores on this question were restricted.

As in the previous series Regenerating Places (question 3) remained the most popular with around 84% completed questions compared with 16% on Diverse Places (question 4). About 54% answered questions on Health, Human Rights and Interventions (question 5) and 46% answered questions on Migration, Identity and Sovereignty (question 6).

Question 1 (a)

The question asked for only one reason, which must then be extended, developed or exemplified for further marks. Therefore, selecting a suitable initial reason is crucial, as it needs to be broad enough for development.

Most candidates performed well and they could identify a reason why some regions remained switched off from globalisation. The most common reason was related to being landlocked and many candidates were able to develop this point in a logical sequence to explain the impact this had in causing a country to be switched off. Other responses included political decisions relating to cultural isolation. For political, a number of candidates included too much detail on what the government did to stop their country being affected by globalisation, rather than explaining why they chose to do this.

Where candidates failed to secure all marks in this question this was due to the sequencing of ideas to develop their response not being fully developed in a logical chain.

Note that if an answer adds a second reason, the higher scoring of the two was credited.

1 (a) Explain **one** reason why some locations remain 'switched off' from globalisation.

(4)

One reason why some locations remain switched off from globalisation ~~is because~~ could be due to the style of government in power. For an example North Korea is 'switched off' from globalisation due to the dictatorship leader. Meaning that it is not a well developed country compared to a country which allows globalisation, for an example Japan.



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Examiner Comments

1 mark was awarded here. The candidate states the reason as the 'style of government in power' linked to a 'dictatorship leader' (1). The final sentence lacks clarity in terms of why this would result in a location being switched off.



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Examiner Tip

Throughout the course of study candidates should be exposed to a range of these 'explain **one** reason' to enable to them to develop the ability to create linked ideas. This can be done verbally during class discussions to test whether they can fully articulate their reasoning.

1 (a) Explain **one** reason why some locations remain 'switched off' from globalisation.

(4)

Some locations such as the Sahel countries are 'switched off' because of their physical location ~~climate~~ ~~variable~~ ~~climate~~ Landlocked countries have ~~fare~~ limited in terms of trade because they rely on their neighbours for access to coastal ports, which can often mean prices of imports + exports are high. This means that TNCs are less likely to invest in these countries as transport costs are high, leading to less FDI and connection to ~~the~~ global trade.



ResultsPlus
Examiner Comments

4 marks were awarded here. The candidate states the reason as countries which are 'landlocked' (1) and therefore have to rely on their neighbours (1) which means prices of imports and exports are high (1). The final mark is awarded for identifying that TNCs are less likely to invest (1).



ResultsPlus
Examiner Tip

This response was awarded the maximum as they chose a broad initial starting point of 'landlocked' which enabled them to link ideas without drifting off this initial reason.

Question 1 (b)

There are two 12-mark 'assess' questions in this paper and candidates need to find a way to explain more than one perspective to produce a balanced response.

In this question, candidates were asked to assess the positive and negative impacts of a 'westernised' culture. There were many possible approaches to this question.

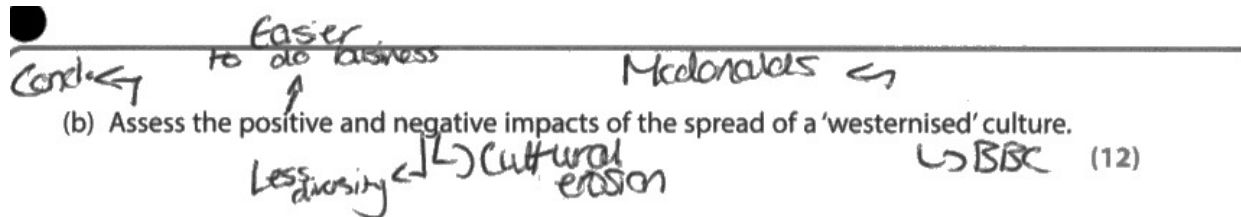
Candidates are advised to define key terms contained within questions in order to demonstrate a clear understanding of the question focus. In this case a clear definition of westernised culture in the introduction enabled those candidates to stay focused, rather than straying into general costs and benefits of globalisation. These answers often went beyond the idea of cultural erosion (often exemplified with Papua New Guinea), to include other western values such as economic liberalisation and consumption.

There was some confusion between what constituted cultural impacts and economic impacts, and many students strayed into purely economic impacts within their answers; some students were able to link economic changes to the broader societal shifts of westernisation e.g. the adoption of capitalist policies and a more consumerist society more generally. The most common approach centred around the impacts of cultural erosion.

Common case studies used were changing diet in Asia, raising awareness of disability through Paralympic Games, and cultural erosion (including of language) in Papua New Guinea.

Within level 3 responses candidate judgements were detailed and plausible with strong use of statistics to support their judgements and conclusions related to the impact of westernisation. Many candidates did take the time to reflect on and therefore assess the benefits and problems related to this process with some providing sound conclusions. The very best answers offered some sort of evaluation as to which impacts were most or least severe and why.

Where those conclusions were weaker it was due to the fact that responses had lacked that statistical manipulation to evidence their judgements. In some cases, the responses were limited to a description of westernisation with limited application of their own knowledge to interpret and analyse.



Westernised culture is the cultures of areas such as North America, Western Europe, and Australia, and is progressively spreading across the world via western TNCs and western medias.

This spread can be positive for some, as a ^{country which may have} previously required strategies such as globalisation for foreign TNC success may begin to accept and enjoy products designed for more western audiences. This will strongly benefit both TNCs as well as the westernising country, as their cultural shift may encourage more foreign TNCs to come, bringing more investment, and in turn, more wealth to the national economy.

PTO →

One negative of a 'westernisation' of other cultures is that it presents a form of cultural erosion, as it destroys unique cultures in hope for a common, 'western' culture. This is present in countries such as central Europe, as countries ~~seem~~ ~~to~~ look to downplay cultural differences to encourage western investment and wealth.



4 marks are scored here. The candidate begins by attempting to define a 'westernised culture' by tying it to countries which demonstrate this culture.

The first paragraph focuses on the role of globalisation driving countries to accept foreign products. The explanation focuses around the positives for TNCs and wealth for the host nation. There is a lack of focus on westernised culture here.

The second paragraph focuses on cultural erosion and the destruction of cultures. This then linked to the cultures in central Europe which is not the most appropriate example to explore this idea through.

Overall the response is Level 1 with isolated elements of geographical knowledge and understanding, some of which is irrelevant.



Candidates at the lower end should be supported throughout their course in these longer tariff questions by being shown a range of modelled examples to evidence the need to include a range of ideas rather than just focusing on one. This would enable them to move into the level 2 criteria in terms of their A01 marks.

(b) Assess the positive and negative impacts of the spread of a 'westernised' culture.

(12)

A 'Westernised' culture is a culture that endorses Capitalism, consumerism and is influenced by large TNC's.

- Over the 20th and 21st century many countries, especially ex-USSR states have become increasingly westernised.

Capitalism can be seen as a positive aspect of Westernisation. Communist countries such as China have begun to take on capitalistic values. This has led to a growth in China's economy and due to capitalism, China now has more millionaires. However, a negative trend of capitalism is that as a country gets richer, inequality rises meaning the wealth gap between the richest and poorest people increases.

Cultural erosion is a negative impact of 'Westernisation'. Cultures such as the Aborigines or the Native American cultures have been ~~completely~~ almost completely destroyed by the Western ideas of how a civilisation should function.

Another benefit of 'Westernisation' is the spread of democracy allowing more countries to elect a leader. Countries Ex-Soviet states such as Ukraine, Latvia and Estonia switched from their non elected leader to having a democratic election in which a leader is chosen by the people. Democracies allow bad or evil rulers to be voted out and the country to have stability and therefore develop economically and socially.

The spread of westernisation has meant countries are getting richer and also are becoming more free due to democratic elections. However there are downsides such as cultural erosion.



6 marks are scored here. The candidate begins by successfully defining the different aspects of 'westernised culture'.

The response then follows these westernised values, firstly, by exploring the role of capitalism. Whilst the view that China's economy has grown is definitely correct, the idea that China is adopting capitalistic values is slightly naive given the strength of the communist state. There is an attempt to provide a balanced view through the issue of inequality but there lacks depth of explanation.

The second paragraph then focuses on the negative aspect of cultural erosion with a largely sweeping statement regarding the destruction of Native American cultures. Here it would have been useful for the candidate to explain how these cultures had been impacted, but there is an idea regarding the perceived dominance of western culture, i.e. 'how a civilisation should function'.

The third paragraph highlights the benefits of the spread of democracy, allowing countries to become stable and therefore develop. However, the final paragraph does not bring much to the response through repeating previous raised ideas.

Overall the candidate has recognised the features of a 'westernised' culture and has attempted to provide a balanced response. Whilst some of the ideas lack full development of explanation, the majority of the ideas presented are relevant to the question focus. Therefore, the response is Level 2, in that it demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies.



Making your judgement clear from the start can help you structure your argument, making your essay more 'coherent', and enabling you to make relevant connections to the essay title throughout.

(b) Assess the positive and negative impacts of the spread of a 'westernised' culture.

(12)

A westernised culture infers a set of norms and values predominantly from the west such as the USA which dominates the inferior culture elsewhere and replaces it. This can take many forms in culture, diets and lifestyles which can be useful yet disadvantageous for a nation in the long-term but economically useful in the short-term.

A positive impact of the spread of the 'westernised' culture is the spread of economic ideas which can encourage changes to the economic model of capitalism which arguably is more efficient and boosts economic growth - this has secondary effects of greater individual wealth which can reduce poverty. A prime example is the USA displaying ~~or~~ communism in Bolivia 2009 as the consequence of reversing capitalism due to decreased economic output and overall nation growth. This spread of Western culture is also displayed in attitudes towards manual labour in the East, particularly in child labour in mass clothing manufacturing such as shein which received mass criticism ~~of~~ from Western welfare industries such as UNICEF ~~and~~ which pushed to legislate against child labour in India. Now, more countries are adopting this 'western' culture and this is positive as it creates social benefits in the future concerning health. But, this is opposed by the country's own culture being deemed as inferior and being unable to afford the means to implement these changes. For example, child labour contributes to 2-3% of India's economic ~~out~~ input.

A negative impact of the spread of the 'westernised' culture is changing diets in the East which has severe consequences in the long-term. In particular, China perceives Western diets as admirable and thus has incorporated 'exclusive' meals into their nutrition. This is facilitated by the growth of TNCs such as McDonald's transmitting 'mcdonaldisation' globally that has resulted in nutrition transitions. In the long-term, this is disadvantageous as the country's dominant culture and lifestyles become obscured, thus leading to a potential loss of national identity as cultural foods become replaced with 'Western foods'. Furthermore, the 'westernised' culture has created secondary impacts of obesity in China with an emerging 17.5% in 2013 rates of obesity which poses severe long-term health implications. Yet, a 'westernised' culture can be used to combat this with more TNCs promoting brands and products and venues of 'healthy' diets and it is uncertain and deterministic that ~~the~~ the 'westernised' culture leads to this impact.

Overall, it is certain the spread of a 'westernised' culture has proven to be positive in the long term considering ^{and economic} legitimisation changes but disadvantageous socially. Other cultures become inferior and mass changes to lifestyles are induced which can create a loss of identity.



11 marks are scored here. The candidate begins by successfully defining the different aspects of 'westernised culture', although the idea that other cultures may be inferior is sweeping and inaccurate.

The first paragraph focuses on the positives of the spread of the culture with the introduction of capitalism and the knock-on impacts that this brings. There is clear assessment in this paragraph regarding the role of child labour and the ability of countries such as India to be able to switch away from this practice.

The second paragraph then focuses the negative aspects including changing diets and the role of TNCs such as McDonalds. The candidate explores the subsequent loss of national identity and the increase in obesity with appropriate supporting data. There is again assessment here but it is not fully developed in terms of the specifics of the role that TNCs could play in the promotion of healthy diets.

The final paragraph clarifies that the spread has been positive in terms of legislation and economic changes but not socially. This shows good understanding of the variability of impact and highlights the culmination of a balanced and coherent argument, features of a level 3 response. The candidate is not awarded full marks as there are some areas where further development would have aided the candidate's argument. However, in the time limit the candidate has demonstrated relevant geographical knowledge and understanding throughout and there is supporting evidence within the response.



Add a 'judgement' sentence to each paragraph linking back to the question to help construct a 'coherent argument'. Balance could come from the range of contrasting examples you include or from seeing more than one perspective.

Question 2 (a)

The second 4-mark question on the paper follows a similar format to Q01(a).

Candidates performed well, using the word 'economic' as the stimulus for the question. There was a clear reference to one single trigger, which on the whole focused on the idea of free trade, or a synonym, with a series of points being developed from this initial response. Candidates were then able to develop this point in a logical sequence to explain the impact this had on the country.

The most popular response was linked to the reduction of taxes, tariffs and quotas, although some candidates struggled to link this to positive economic developments for the country in question.

Where candidates failed to secure marks in this question was due to confusion over the word 'economic', with a number of candidates focusing on military alliances and attempting to link this to superpowers.

2 (a) Explain **one** reason why some countries choose to join economic alliances.

(4)

One reason would be better trade options. This is because when countries trade within blocs like the EU, free trade is promoted and tariffs are removed so no extra costs are paid. Meaning that money can be spent elsewhere as needed. Also in the case of the EU these economic alliances allow for the free movement of workers. This means that job gaps like lorry drivers can be filled easily without the need for special VISAs or work permits.



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Examiner Comments

2 marks were awarded here. The candidate states the reason to access 'free trade' (1) in which tariffs are removed (1). There is a lack of clarity on the fact that money can be spent elsewhere, so this did not receive credit. The candidate then moves to give a second reason which is not relevant for the command given in the question.



ResultsPlus
Examiner Tip

Reread your answer and check you tick off 4 separate points. Some candidates end up making the same point repeatedly, which will not earn marks twice.

2 (a) Explain **one** reason why some countries choose to join economic alliances.

(4)

LICs such as the Philippines after joining ASEAN increase their economic power. By forming an economic alliance, members eliminate free trade protectionism such as tariffs and quotas which increase trade between members allowing businesses to reach wider markets and reduce prices for consumers.



ResultsPlus
Examiner Comments

4 marks were awarded here. The candidate states the reason as to 'eliminate free trade protectionism' (1). The candidate then extends this idea by stating that these are tariffs and quotas (1) as a result there is increased trade allowing businesses to reach wider markets (1) reducing prices for consumer (1).



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Examiner Tip

Do not waste time defining terms in these short answer questions.

Question 2 (b)

Candidates responded well to this question with many including an effective definition of both hard and soft power which set the scene for the main content of their answers. There was often exemplification of hard power and how countries might use this to maintain their superpower status with confident knowledge of places at a range of scales and recognising the complexities of hard power. Most students generally understood the sliding scale of power, and why some types are more effective at maintaining power than others.

At the higher end candidate judgements were detailed and recognised how both hard and soft power are related and they interrelate. Thus, their conclusions were plausible with strong use of statistics to support their judgements and conclusions related to the use of both hard and soft power to maintain their status. Those responses scoring at this higher end recognised that hard power is not the only solution and how complex those geopolitical relationships are. These candidates also tended to conclude that hard power was historically the most important and soft power was now the most significant for maintaining in an ever-changing global society.

Examples were well applied with candidates referencing the British Empire, USA, China and Russia for supporting evidence. Those candidates that took a solely case study approach tended not to score as well as they often lacked clear assessment/judgement on the role of hard power.

At the lower mark bands candidates simply stated what hard and soft power were and gave examples without the emphasis on maintaining superpower status. Many answers simply listed and explained each type of power, rather than explaining how and why it may support the maintenance of power, and therefore drew unconvincing conclusions.

It is expected that centres use past papers to prepare their candidates to the range of questions they might encounter. A small minority misread the question and instead focused on the role of hard power in '*achieving*' superpower status which meant that they struggled to address their response to the question set.

(b) Assess the importance of hard power in maintaining the status of superpowers.

(12)

Hard power is the use of military ~~action~~ action, or presence to help maintain its status as ~~super~~ having a strong military presence means that it's less likely for some to come along and attack and remove status. While hard power may not always be right, in some situations, the influence of soft power such as culture won't be strong enough to maintain the status of a superpower.

Another feature of a superpower is that there's a strong political presence and influence.

It is easier with hard power to maintain dominance over others as if you have strong military application it's less likely someone would stand up against you. During trading, having trading blocs and quotas, tariffs allows for some free trading as well as taxed prices for other countries outside the trade blocs such as cocoa trade, cheaper for raw material to be traded than having a primary product as more tax is added and becomes more expensive, especially within the EU trading bloc.



3 marks were awarded here. The response highlights the importance of planning before starting these 12-mark questions. The start of the response does attempt to define hard power and then states a basic argument for and against this.

The response then starts to list ideas i.e. strong political presence but there is a lack of explanation to link this back to the question set. The candidate then returns to hard power to dominate others but this is not tied to any superpowers both current or past.

The final section looks at trading, but lacks links back to the question and as such is irrelevant.

Overall the response demonstrates isolated elements of geographical knowledge and understanding, some of which is irrelevant. There are no named superpowers throughout the response highlighting the lack of support, which are key features of a level 1 response.



Candidates are encouraged with the large tariff questions to take the time to formulate a plan before they commence writing. This will enable them to consider what pertinent knowledge they should include to address the question as well as to consider the selection of supporting evidence.

(b) Assess the importance of hard power in maintaining the status of superpowers.

(12)

Hard Power is the use of direct military action in order to maintain superpower status. Hard power was once important, however in recent times this can only be seen as changing.

Hard Power was important in maintaining a superpower status as seen by the British Empire. In the Imperial era, the British Empire used hard power to put down rebellions that arose for independence, as well as colonising. Hard power was important as it provided a threat, especially due to Britain having the most powerful navy at the time, preventing any significant rebellion. However, it can be argued this is no longer important as the use of hard power has become increasingly unpopular globally, as seen in the Russian-Ukraine War (2022-present), with Russia having faced sanctions and embargoes by many countries.

Soft Power can be said to be more important than hard power. Soft power is the use of persuasion to usher a country into behaving in a particular manner. This can be seen in the USA, with the country being a member of the UN, NATO, the G7 and G20. This country has a great influence on global political policy and so making soft power arguably more important than hard power. However, it is solely dependent on the recipient country as to whether they adopt the behaviours urged by superpowers. Therefore making soft power relatively ~~an~~ ineffective in maintaining power.

Smart power can be seen as the most important in maintaining the status of a superpower. This is a combination of hard and soft powers. An example would be the UK. The UK is a member of the G7, G20 and the UN security council. The country therefore is able to influence global policy through the G7 and G20, using soft power, however it is able to maintain superpower status through hard power and seen through the invasion of Iraq in the second Gulf War to prevent the use of 'weapons of mass destruction'. Therefore, smart power can be seen as more important than hard power in maintaining the status of a super power.

In conclusion, the importance of hard power in maintaining superpower status is diminishing. This is because the use of direct military action to gain power is becoming increasingly 'frowned-upon', leading to the and increasing importance rise of soft and smart power in maintaining super power status.



10 marks are awarded here. The candidate begins by defining hard power and establishes a direction of travel in their opening statement. It does lack some clarity i.e. can be seen as changing, but does not distract from a clear start.

The first paragraph has a well explored line of argument that hard power was 'imported' during the British Empire. The candidate explains a range of reasons for its importance and there is clear assessment at the end applied to the current Russian-Ukraine conflict.

The second paragraph shifts to the role of soft power and this is explored through the example of the USA. Again, assessment is evident and this is a nice idea regarding the need for behaviours to align with the current superpowers. However, the final statement is not evidenced effectively to convince the reader to this judgement.

The third paragraph introduces the idea of smart power through the example of the UK. The candidate provides some range of evidence for this statement and it was interesting choice of country to use in this instance.

The conclusion is sound and substantiated and the overall response demonstrates a coherent interpretation. The response sits mid-Level 3 as there were areas where the arguments presented were not fully convincing.



Add a 'judgement' sentence to each paragraph linking back to the question to help construct a 'coherent argument'. Balance could come from the range of contrasting examples you include or from seeing more than one perspective.

Question 3 (a)(i)

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use data, but might be an idea or an example triggered by the resource.

In this case, the resource was a data provided on the voting patterns of two areas in the UK. This question was generally answered well with the majority of candidates able to secure two of the three marks available.

Most candidates identified the older age category had higher voting levels, citing reasons such as more political engagement with their local area or more involvement in local politics. This was often linked to length of residence leading to greater attachment to place. Some candidates explained the point twice (rather than further explanation) e.g. "Old people are more attached to an area, rather than young people who are less attached to an area." However, those candidates that focused on the younger people voting level struggled to identify reasons for this.

Weaker responses either ignored the resource and therefore didn't name an age group (these scored no marks), or blended the idea of young/old together just focusing on age. It is important for these questions that candidates remember that the first mark is awarded for the use of data (AO2), followed by two extension marks for explanation.

3 (a) Study Figure 1a in the Resource Booklet.

(i) Suggest **one** reason why some age groups are more likely to vote than others.

(3)

One reason some age groups are more likely to vote is because of the experiences they have had and previous governments, therefore they have expectations and vote to fulfil them. ~~being~~



ResultsPlus
Examiner Comments

0 marks were awarded here. Whilst the reason provided is valid it is not linked to any of the age groups shown on the resource, instead the candidate simply stated 'some age groups'.



ResultsPlus
Examiner Tip

Candidates should ensure that when a resource is provided that they use this as a stimulus for their response and tie their answer to this.

3 (a) Study Figure 1a in the Resource Booklet.

(i) Suggest **one** reason why some age groups are more likely to vote than others.

(3)

One reason is that the older population will tend to have a greater understanding of politics in the country as they have experienced more in their lifetime where as the younger population will have less of an understanding and so less likely to vote such as in figure 1a, 15-24 age group had a percentage of 54.5% and the 65+ age group had a percentage of 78.5%.



ResultsPlus
Examiner Comments

2 marks were awarded here. The key reason explored is that the older population has a greater understanding of politics due to their length of lifetime (1). There is then explicit and implicit use of the resource, either of which is enough for the second mark.



ResultsPlus
Examiner Tip

Use your geographical knowledge and understanding to interpret an unfamiliar resource, and make sure you make 3 linked points to score all marks available.

3 (a) Study Figure 1a in the Resource Booklet.

(i) Suggest **one** reason why some age groups are more likely to vote than others.

(3)

Figure 1a shows that ages 65+ are most likely to vote nationally. This could perhaps be due to place attachment as it is likely the older someone is, the longer they have lived in the area. Lived experience is a large part of an individual's interest and engagement within their community. Those 65+ who have had longer lengths of residence are likely to ^{care} ~~want~~ about their area and community, therefore voting in what they believe is its best interests.



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Examiner Comments

3 marks were awarded here. The candidate has used the resource implicitly by stating 'ages 65+ are most likely to vote' (1). They then gain marks for place attachment (1) as they have lived in the area longer (1). The candidate goes on to give other valid extension points but full marks have already been achieved.



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Examiner Tip

You need to make three linked points for these questions. Avoid introducing a new idea.

Question 3 (a)(ii)

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal with AO1 being awarded 3 marks and AO2, also 3 marks. Candidates needed to study the resource and suggest reasons why levels of deprivation can affect political engagement in the two areas shown. Candidates needed to use the resource to gain ideas and then develop these using geographical knowledge and understanding in their answer. These ideas do not need to be specifically lifted from the resource, but there should be a link.

This style of 6-mark question appears on both 9GE01 and 9GE02. A good way to structure these kinds of responses involves focusing on two different ideas, both rooted in different data from the resource. In this case, to make a contrast the ideas needed to offer explanation of Lewes and Middlesbrough.

Most students understood the link between deprivation and political engagement and could explain it to some degree. Weaker answers made very sweeping statements linked to poor education or lack of access to television / internet in deprived areas, highlighting misconceptions that should be addressed by centres.

Better answers understood the connection between deprivation and voter apathy and were able to link to impacts of deindustrialisation / regeneration in the two locations and how they impact voter turnout. These responses went beyond simply explaining the importance of deprivation, unemployment and deindustrialisation; instead choosing to focus on the deeper reason why this would lead to less political engagement.

(ii) Study Figure 1b in the Resource Booklet.

Voter turnout is one measure of political engagement.

Suggest why levels of deprivation may affect political engagement in these towns.

like Middlesbrough
More deprived areas might not think that they are being heard as they have remained deprived for many years. If the % voter turnout ~~at~~ over more years was plotted on a graph against level of deprivation, I would expect ~~there to be a~~ ^{there to be a} negative correlation where % turnout becomes less as the area becomes more deprived.

Less deprived areas such as Lewes have a higher voter turnout (76.7%) because residents may think that if they vote for the right people things would change and there would be a ~~the~~ greater sense of community because residents maybe more proud to ~~say they~~ live there.



2 marks were awarded here. The candidate has recognised that they should use the figure as a stimulus for their ideas. A basic idea of 'not being heard' is outlined and this is followed by a descriptive sentence about the relationship between the two variables. The second paragraph then misses the idea that people in Lewes may well vote in order to keep the same political party in office as they are benefiting. Instead the candidate repeats a similar idea presented for Middlesbrough. The response is Level 1 and demonstrates isolated elements of geographical knowledge and understanding.



Candidates should be mindful not to repeat themselves when considering a resource that provides data on two areas. There needs to be a broad range of ideas, and this will not be achieved if candidates mirror their points of explanation.

(ii) Study Figure 1b in the Resource Booklet.

Voter turnout is one measure of political engagement.

Suggest why levels of deprivation may affect political engagement in these towns.

(6)

Those living in a medium to low deprivation may have a higher voter turnout ~~of 76~~ than areas of very high deprivation, such as Lewes having a 76.7% turnout compared to Middlesbrough's voter turnout of 56.1%. This could be due to Lewes ~~communi~~ population being more engaged in a community and being more attached to the area due to a better quality of living environment, whereas the majority of those living in Middlesbrough may not have such a positive perception. Furthermore, many who live in Middlesbrough are unable to move due to having an incredibly low source of income and are unable to sell their housing due to nobody wanting to move into the area and a lack ~~of~~ of political engagement and investment, not indicating that things will change and improve, and so less people are likely to voice an opinion and wish to vote.



4 marks were awarded here. There is a clear use of the resource tied to the reasons suggested by the candidate. The first reason stated is the variation in the level of engagement and attachment to the areas and this is also linked to perception. There is a missed opportunity to explore the idea of perception in more depth.

The second idea focuses on the desirability of the Middlesbrough area. There are some generic and sweeping statements regarding the fact that no one wants to move into the area. But there is an understanding that due to the lack of investment things may not improve and so people are less likely to vote.

Overall the candidate demonstrates geographical knowledge and understanding, which is mostly relevant and includes some inaccuracies. It is level 2 as there are some relevant connections made between the stimulus material and the question.



Remember that the 6-mark questions with a resource require candidates to find connections between the stimulus material (here the data for the two named areas) and the question.

Question 3 (b)

In contrast to Q3aⁱⁱ, the second 6-mark question here is solely based on AO1 knowledge.

Many candidates found this question difficult, for two main reasons. The first was confusion about the meaning of the term 'function', often confusing it with land use, demographics or economics geography. The second difficulty came from providing explanation, rather than description of their chosen locations, as some just recited facts/figures about the two locations.

In addition, the weaker answers often selected locations that were too similar so struggled to explain the variations. Some responses included clear reference to past and recent changes but did not actually state what the function of the chosen places were.

Better responses offered interesting and convincing explanations about the (unique) function, moving beyond basic ideas about transport connections or deindustrialisation, and recognising that many places have been influenced by distinctive historic, economic factors as well as their physical environment. The best recognised the importance of these factors when comparing them.

It is important for centres to consider the efficacy of the chosen places that candidates study. Some locations were too broad, e.g. London vs. China, and centres are reminded that the best outcomes come from a very local scale focus, e.g. Southall, in Ealing.

— tourist lead — ^{source of} retail lead

(b) Explain the reasons for variation in the functions of your two chosen places.

(6)

Named local place

Portsmouth - Gunwharf Quays

Named contrasting place

China.

Portsmouth is retail lead with lots of outlets. This attracts people and businesses into the area. People spend money in the businesses which result in higher turnover of businesses. As a result, more tax would be being paid which then can be used to invest into services helping with health care. Variations are due to different job sectors.

~~On~~

China attracts lots of TNCs into the area. China is mostly manufacturing due to its low labour costs. For example the Apple factory pay \$3.30 an hour in the factories. Variations in functions are due to costs such as labour. 😊



0 marks were awarded here. The candidate outlines their two chosen places as Portsmouth and China. Whilst the candidate does state that Portsmouth is retail led, this is not enough detail to gain credit. The remainder of the first paragraph describes the result of business being attracted to the area which is not answering the question.

The paragraph on China is not appropriate, both in scale and in this case content, which again focuses on the impacts of TNCs entering China.

Overall, the candidate is not answering the question so is not awarded any marks.



Candidates should have studied both a local and contrasting place in high levels of detail. As per the specification this study should include how these places have changed their function over time. Candidates should be able to refer to explicit locations within their chosen places and demonstrate clarity over the similarities and differences.

(b) Explain the reasons for variation in the functions of your two chosen places.

→ research

↳ retail

(6)

Named local place

Aylesbury

Named contrasting place

Salford Quays

A reason for variation in the function of Aylesbury could be to shift from primary sectors of industry (agriculture) and secondary ~~indust~~ sector (bone lace manufacturing) to more tertiary and quaternary sectors (retail, services, research). This change would have needed to happen when a decline in manufacturing occurred in 1980's. Aylesbury's function is now commercial/retail.

In contrast, Salford experienced a dock closure and de-industrialisation in 1980's. A regeneration plan ~~made~~ was made from the Salford City Council, this involved a high-tech industry (BBC) to move into Salford (MediaCityUK) - this has caused Salford's function to become more research and commercial.



4 marks were awarded. The candidate outlines their two chosen places as Aylesbury and Salford. There is a recognition that the function of Aylesbury has changed from primary through to tertiary and this is linked to the reason that manufacturing declines in the 1980s.

The role of deindustrialisation is linked to the decline of the docks but this is land use rather than function so needed to have greater clarity from the student. There is the role of regeneration explored in shifting Salford to high-tech linked to research and commercial.

Overall the candidate addresses a range of geographical ideas, which are not always fully developed, the features of a Level 2 response.

Overall the candidate has a clear understanding of the role of their two chosen locations. There are a range of reasons explored with accurate and relevant geographical knowledge and understanding throughout.



Candidates should be exposed to a range of marked exam questions such as those contained in the examiner's report so they are clear regarding what each level looks like and how to be successful.

(b) Explain the reasons for variation in the functions of your two chosen places.

(6)

Named local place

Milton Keynes

Named contrasting place

Sheffield.

One reason for variation of function is ~~heritage~~ heritage. Milton Keynes is a new city, built to be green and sustainable - it's around 50 years old.

Sheffield is much older and has a heritage of steel industry. The function of MK was to house overspill population from London in a green city. It has invested in new green technologies and now houses the national headquarters for Network Rail and attracts many young professionals and supplies jobs to previous London population. Sheffield is a larger city, ~~only~~ working more on regeneration and economic gain than green initiatives as it tries to reverse the effects of its industrial past (~~not~~ grounds polluted by heavy metals, ~~at~~ derelict factory buildings and water pollution) It functions as a business and social city, benefitting from 'studentification' from the uni and the new business area of Kelham Island. Not focused so much on sustainability. Another reason for this variation is roles within region. MK has a distributive role with companies like John Lewis while Sheffield focuses more on bringing in customers to retail e.g. its large shopping mall Meadowhall.



6 marks were awarded. The candidate outlines their two chosen places as Milton Keynes and Sheffield. There is a clear variability established from the first sentence in outlining that Milton Keynes is a new city, whereas Sheffield has a heritage of the steel industry.

The function of Milton Keynes is explored, namely to act as an overspill for London and become a commuter location. Whereas Sheffield has needed to reverse its industrial past. There are reasons for the function changing linked to regeneration and studentification.

Overall the candidate has a clear understanding of the role of their two chosen locations. There are a range of reasons explored with accurate and relevant geographical knowledge and understanding throughout.



A 'key chain' of linked ideas is a good way to build a Level 3 answer. Add as many developed ideas as you can.

Question 3 (c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and few reaching Level 4.

This question was not answered particularly well by candidates as many appeared thrown by the focus on rural areas. A number of candidates were not clear on the difference between rural and urban, with many focusing solely on urban regeneration or discussing a mix of rural and urban examples.

For those that correctly identified rural locations, Cornwall was the most commonly discussed location with a range of regeneration / rebranding strategies including tourism – with the Eden project being a common example, Newquay aerohub, superfast broadband, wave hub.

Whilst many students were able to discuss a variety of rebranding/regeneration strategies but many struggled to include evidence or data to show how they did or did not increase attractiveness so answers became very generic at times. Weaker responses also often simply stated that the strategy had been successful in rebranding/regeneration but did not address the attractiveness at all.

Top level 3 and level 4 responses really thought about what success means and understood that it looks different for different stakeholders. These identified why some strategies have succeeded while others have not; and considered a range of reasons, from the nature of the strategy to the surrounding area they were implemented in, or 'attractive for whom', which picks up this crucial theme of 'place' and 'stakeholders' from the specification. These also tended to reach mini-judgements about the specific success or failures of named rebranding/regeneration projects. In addition, they were able to independently address the key terms i.e. separate judgements on rebranding and regeneration.

(c) Evaluate the success of rebranding and regeneration strategies in increasing the attractiveness of rural areas.

- Cornwall - Aerohub
- Powys -

(20)

Rebranding involves ~~the~~ changing the image and perceptions of a place, to be more positive in order to attract labour, and investment, and ~~tourism~~ after tourism.

Cornwall, facing ~~major~~ high deprivation and a seasonal tourism based economy, has rebranded itself in order to attract investment from other industries and sectors. It has used technology parks to ~~also~~ attract investment from aviation industry, using its Newquay airport as a focus for its rebranding effort. This has been partially ~~successful~~ successful, with companies such as aerohub ~~the setting~~ and Bristow helicopters investing near Newquay airport. ~~the~~ This new investment from ~~aviation~~ aviation firms has allowed Cornwall to reduce its dependence on tourism in summer months and diversify, however deprivation levels ~~are~~ remain high and many people still rely on foodbanks.

Farm diversification allows rural areas previously dependent on farming to ~~expand~~ ^{widen} their sources of income, through the implementation of campsites, farm shops, ^{sale} local produce, and ~~this~~ this has been used extensively ~~around Britain~~ in rural places such as Powys, Wales, where the area was suffering from high deprivation and lack of economic activity. Farm diversification has been successful in decreasing dependency on ~~the~~ farming, and has employed more younger people, however its most important success is changing the perception of the public towards rural places.

Lastly, outdoor pursuit activity parks, such as the ~~U. Snowden~~ zipline, rebrand rural outdoor places into ~~attractive~~ attracting younger people, ~~the~~ giving function to otherwise economically inactive places. Despite this, however, some people argue that ~~this~~ ~~the~~ outdoor pursuits can degrade the environment where not managed properly, leading to soil erosion on footpaths. ~~and~~ This is a mixed success as the economic activity of the areas near these places increased, however, perceptions

are not always positive.

// Overall, the main successes of rebranding strategies ~~that~~ involves changing the attitudes and perceptions of the public to rural places, which allows for diversification and increase in economic activity leading to reduced unemployment and deprivation, however to a large extent their economic output is limited and only contributes a minor amount to the national economy.



10 marks were awarded here. The introduction starts by defining rebranding but there is no mention of regeneration at this point.

The first paragraph starts through the introduction of the case study of Cornwall. In taking this approach the candidate has not identified what reason they are introducing here, instead leaving it up to the examiner to determine themselves. The candidate states the reasons why Cornwall needs rebranding and introduces technology parks as the mode, particularly Newquay airport. The candidate tries to evaluate through linking this strategy to a decline in tourism dependency, however the airport was aimed to reduce the isolation of the area to encourage tourism so there are inaccuracies here.

The second paragraph focuses on farm diversification, with some evaluation but this is largely generic. There it is also unclear why these would change the perception of the public towards rural places.

Finally, the candidate explores the role of outdoor pursuit activity parks, there is some attempt to explore the negative environmental impacts but these are largely generic.

The conclusion does attempt to draw together the main threads of the argument but it is not convincing. Overall the response applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence.



Centres should consider ensuring the candidates have a clear structure for writing these longer tariff questions. Many centres used PEEL (point, explanation, evidence, link to question), but other options such as PEECE (point, explanation, evidence, counter argument/evaluation) can provide a clear route through to ensure that candidates are hitting the criteria for level 3 and 4. In this case by leading by the case study rather than the actual point and explanation the response lacked clarity required for Level 3.

Arran → lake district 40 pages

(c) Evaluate the success of rebranding and regeneration strategies in increasing the attractiveness of rural areas

(20)

Rebranding helps change perceptions of an area and regeneration help provide a form of income to boost its economy. This is need in post-productive rural areas to provide locals with a ~~new~~ income

Rebranding can be successful in terms of economy. Rural areas often rebrand based on to change function to provide attractions of tourism. This is evident in the Isle of Arran where the previous tourism of camping and hiking provided little income. The A rebranding scheme change perception of the Scottish island branding it 'Arran Aloha' and 'Island time in no time' slogan to encourage a tropical perception of the area making it more attractive. This has made it successful with its launched being covered on 40 newspapers & 20 TV shows. Making a double in tourism. Yet its changed function of place to accompany the tourism influx has meant business of golf course and breweries have set up, eroding its cultural origins and damaging environment. This makes the places potentially less attractive to tourists, but and also to locals as housing prices may increase and privacy becomes invaded. *Making it attractive to businesses and investment.

Furthermore, the success of regeneration can be seen to make ^{rural} areas ~~the~~ more attractive with rural ~~at~~ areas using methods of diversification, literacy, 'historic routes', ^{food,} and tourism of sports to make a place more attractive. This is evident in the Lake District where diversification has been used to supply a income in the post-production countryside. Kendal's Sizerburn farm diversified to benefit of tourism creating a farm shop and fresh milk machine, & attracting an extra revenue to survive and creating a 'multiplier' effect by ^{& selling} providing a stock of local businesses. Furthermore, literacy has been used to promote attractiveness of an area to tourism as it uses Beatrix Potter to have a tourist income of its museum of hotels based on its design, ~~making it an~~ historic routes are used with courses on slate mining and steam boat rides making the place attractive for visitors and historians. This is significant as it provides an identity of place perhaps making it more attractive to locals for its community feel. Furthermore, the Lake District has become more attractive to investments and TNCs ^{business start up} through its regeneration of food villages like Cumbria providing a food ~~area~~ lane of 5 star ^{restaurants} ~~hotels~~ and the icon of Sticky toffee pudding origins. This is significant as it brings wealth

Cultural Tourism as well as creating investment.
Finally, the Lake District uses the regeneration strategy of adventure and outdoor activities to make it attractive to 'adrenaline junkies'. This has been successful with investments of TNCs like GO Ape investing into the area creating revenue from water sports, climbing and hiking. ^{providing a revenue for} ~~Making attractive to~~ locals making it attractive for jobs.

However, Rebranding and Regeneration can make places less attractive for some ^{Player} ~~members~~ of Regeneration. Local people may find these reg. rebranding strategies eroding local culture and they may find the influx of tourism an ^{especially noted} invasion of privacy, with degradation of natural Areas like the Lake District and increase in holiday homes making it more pressurised and therefore unattractive to ~~the~~ live permanently. The local dependency on tourism can also make rural areas unattractive to Business investment and employment of locals as they can tourism is seasonal and in events like COVID be unavailable. Environmentalists would also argue that rural regeneration degrades natural habitats deforesting for ~~the~~ activities.

degrading paths, a littering and increasing congestion. This makes the area less attractive for wildlife tourist and environmental researchers.

In Conclusion it is evident that rebranding and regeneration provide success for economy and partly socially making it attractive to investment and tourism.

Yet locals may find area less attractive with social ^{& environmental} disadvantage of tourism making the area less attractive of degradation of environment, ^{business} ~~business~~ and increase of house prices.

18 marks were awarded here. The introduction starts by focusing on the role of regeneration in changing perception and links this to the need following the post-production era of rural areas

The candidate provides a structure to their response by focusing on economic, social and environmental impacts. The first paragraph explores the economic benefits through change in function and this is linked to the example of the Isle of Arran. There is a clear focus on rebranding here with attempts to change the perception of the area. The candidate then provides evidence to judge the success of this and there is clear evaluation through comments on erosion of cultural origins and damage to environments. Finally, the candidate links this paragraph back to the focus on 'attractiveness'.

In the second paragraph the candidate looks at the role of diversification. This is a form of regeneration, although this is not explicitly stated by the candidate. The Lake District is used to explore this and evaluative comments are evidenced throughout with links back to attractiveness.

The final paragraph tackles regeneration through adventure and outdoor activities, this has less detail in terms of applied examples. However, the candidate does consider that there is variation in the attractiveness by exploring the views of local people with regards to tourism, environmentalists and businesses.

The response concludes (a key feature of Level 3 and 4 responses) by stating that it is successful economically and to some extent socially but less so in terms of the environment.

Overall the candidate demonstrates accurate and relevant geographical knowledge and understanding throughout. The response is a full and coherent interpretation that is supported by evidence that comes to a substantiated conclusion. It is not full marks as the third paragraph has less depth of explanation and the candidate has missed opportunities to show clarity of the differences between regeneration and rebranding.



Make sure you cover all the different elements of the question. In this question you need to mention two key ideas of rebranding and regeneration and link them to their role in increasing the attractiveness of rural areas.

Question 4 (a)(i)

3-mark questions, like the 4-mark questions at Q01(a) and Q02(a), require a starter reason, extended this time for two further points. They are based on a resource, and there should be a link to the resource in the answer. This does not have to be a direct quote or use data, but might be an idea or an example triggered by the resource.

In this case, the resource was a data set contrasting ethnic diversity and voting turnout in two named locations.

On the whole, this question was well attempted with many sound ideas on community cohesion, attitudes of political parties towards ethnic minorities (and vice versa) and ideas of engagement.

Whilst the majority of candidates did use the resource and referred to the data, there was some misunderstanding about the term voter turnout. Some comments referred to migrants not being entitled to vote which was not a valid explanation for the voter levels shown.

Some answers included more than one reason, which could not be credited.

4 (a) Study Figure 2a in the Resource Booklet.

- (i) Suggest **one** reason why ethnic diversity may affect the percentage of people who vote.

(3)

Voting is important as you choose ones
will lead your area, If you have lived in
the area, for longer, you will naturally
care more. I believe diversity effects the
percentage of who votes as there is a lack
of knowledge of the voting systems and care.



ResultsPlus
Examiner Comments

0 marks were awarded. The candidate does not identify a clear link to the resource i.e. ethnicity, instead they simply state 'diversity effects the percentage of who votes'.



ResultsPlus
Examiner Tip

On these 3-mark questions, count 1, 2, 3 to check you have covered 3 points in your answer, then move on.

4 (a) Study Figure 2a in the Resource Booklet.

- (i) Suggest one reason why ethnic diversity may affect the percentage of people who vote.

(3)

This may be because of language barriers which would affect rates of assimilation as most ethnic ~~groups~~ ^{diversity is} are located in Middlesbrough as Figure 2a presents and be more used to social clustering and their local ethnic communities whereas in Lewes there is a higher percentage of white people at 94.2%, increasing the voter turnout as it is their cultural heritage, and are more accustomed to UK general elections.



ResultsPlus
Examiner Comments

2 marks were awarded. The candidate identifies a reason of 'language barriers' (1) and links this to low levels of voting in Middlesbrough where there is high diversity (1). The idea of social clustering does not explicitly explain or link to language barriers i.e. it is not explained by the candidate so is not awarded credit.



ResultsPlus
Examiner Tip

Find the pattern first, then try and suggest a reason to explain it.

4 (a) Study Figure 2a in the Resource Booklet.

- (i) Suggest **one** reason why ethnic diversity may affect the percentage of people who vote. *language barriers*

(3)

Figure 2a suggests that Middlesbrough, which is a more ethnically diverse ^{town} place than Lewes, had a lower voter turnout at 56.1% compared to the Lewes 76.7%. This could imply that in Middlesbrough where 82.4% of the population are white and 17.6% of the population are from other ethnic backgrounds, a factor such as a language barrier and consequently a weaker understanding of the voting system and what each candidate stands for, may be a reason that places with higher ethnic diversity see lower voter turnouts.



ResultsPlus
Examiner Comments

3 marks were awarded. The candidate begins by identifying the link between diversity and voter turnout (1). The reason given is 'language barrier' (1) and this is linked to a weaker understanding of the voter system (1).



ResultsPlus
Examiner Tip

Here the candidate spends a lot of time/line space identifying the pattern, whilst candidates need to reference explicitly or implicitly the link to the data set, this should be concise to avoid time being wasted.

Question 4 (a)(ii)

This is a 6-mark, AO1 and AO2 question based on a resource. The weighting is equal with AO1 being awarded 3 marks and AO2, also 3 marks. Candidates needed to study the resource and suggest reasons why.

Candidates needed to use the resource to gain ideas and then develop these using geographical knowledge and understanding in their answer. These ideas do not need to be specifically lifted from the resource, but there should be a link.

A significant number of candidates did not use the figures enough to inspire their answer and this therefore resulted in a largely generic response. These responses tended to end up in level 1.

Level 2 responses used the resource but rarely went beyond this, as a result of this there were points made about about halal meat, types of shops, restaurants and food, but these were rarely linked to other aspects of the built environment – religious buildings, cultural symbols, festivals, e.g.

The best responses used the figure as a spring board, allowing them to identify buildings from the figures and then include their own ideas such as specific types of religious buildings in ethnic enclaves. These included the positive aspects such as ethnoscapes but also looked at the negative aspects in the creation of deprivation/overcrowding.

(ii) Study Figures 2a, 2b and 2c in the Resource Booklet.

Suggest why greater ethnic diversity can help create more varied living spaces.

(6)

Greater ethnic diversity allows for more cultures to mix, ~~the~~ having a fish and chip shop, Indian, kebab place - as we all different cultures from different ethnicities creating a very varied living space. Unlike having a very dominant ethnicity which controls the living space making it all look the same.



ResultsPlus
Examiner Comments

2 marks were awarded. The candidate outlines generic links between ethnic diversity and living space and this is evidenced through variations in food. There is a basic understanding that areas with dominant ethnicity tend to look the same. The candidate does not explicitly reference the stimulus material but as examiners based on what is written we can assume they have viewed it. This means this is a Level 1 response, with generic elements of geographical knowledge and understanding.



ResultsPlus
Examiner Tip

Remember that the 6-mark questions with a resource require candidates to find connections between the stimulus material (data for two named areas) and the question. You are then able to use your own knowledge and understanding to answer the question.

(ii) Study Figures 2a, 2b and 2c in the Resource Booklet.

Suggest why greater ethnic diversity can help create more varied living spaces.

(6)

Ethnic diversity of a population can change their ^{built/}urban environment as ~~so~~ different cultures are ~~represented in the~~ catered for. For example, Middlesbrough's ~~has a~~ population is 10.5% Asian which has caused Linthorpe Road to cater ~~to their~~ their products and services to the Asian culture. For example the Halal meat market ~~as the~~ which addresses the religious ~~needs~~ beliefs of ~~Asian~~ prominent in Asian populations such as Islam and Hindu. This has created an ethnoscape of Asian culture in Middlesbrough.

Whereas, in non-ethnically diverse communities such as Lewes the high-street reflects the predominantly white population with the presence of British small-town and high street shops such as Closet and Botts as they are not influenced a great deal by other cultures ~~and do not provide the~~ ~~at catered~~



4 marks were awarded here. The candidate refers explicitly to the resource both diversity data and the link to the living space shown e.g. halal meat market. There is nice use of terminology demonstrated as well. The candidate then contrasts this was Lewes with the dominance of high streets. The answer is unbalanced with Middlesbrough dominating the response but both parts bring valid reasons to push to the top of Level 2.



For Level 3 the candidate needs to ensure that they are applying knowledge and understanding to geographical information logically to find fully relevant connections. The candidate's response stuck rigidly to the resource, without considering wider geographical knowledge they may have about the impact of diversity on living spaces e.g. religious buildings.

Question 4 (b)

In contrast to Q4a_{ii}, the second 6-mark question here is solely based on AO1 knowledge. In this question, candidates were asked to explain contrasting levels of cultural diversity in their two chosen places.

Overall this was well answered by the candidates with some good knowledge of studied areas although not enough specific figures and data were included to support these ideas.

Weaker candidates struggled to explain why the cultural diversity was different, especially if the places selected were too large to be comparable e.g. London vs Cornwall. Furthermore, case studies were sometimes quite generic – e.g. 'lots of white retirees'. The better answers focused on more manageable areas such as the Sikh/Punjabi community in the Southall area of London.

The best responses presented a range of reasons for contrasting cultural diversity levels including government policies, existing ethnic enclaves creating a pull factor, and access to transport/infrastructure.

(b) Explain why your two chosen places have contrasting levels of cultural diversity.

(6)

Named local place

Newcastle

Named contrasting place

Scotts wood

Newcastle has a high level of cultural diversity as it had an influx of people coming from China to live and work there which led to the creation of the China town. This celebrates the Chinese culture and encourages more ethnic groups to locate themselves in Newcastle as they have seen how other groups have been celebrated. Newcastle is also a large city with a university which attracts lots of international students which increases the cultural diversity. Scotts wood has low levels of cultural diversity as it is a very poor area and not a desirable place to live with little job opportunities too. It is a town so also does not benefit from a uni bringing culture.



3 marks were awarded here. The candidate outlines their two chosen places as Newcastle and Scotswood. The candidate struggles as Scotswood is located within Newcastle so contrasts are limited.

The candidate identifies that Newcastle received an influx of Chinese people which led to the creation of the China town. There was no reason for this presented however. The candidate then suggests that the university attracts international students. This is a valid idea but lacks depth of explanation from the candidate. There is then a small focus on Scotswood but this lacks specific detail.

Overall the candidate addresses some range of geographical ideas, which are not always fully developed, the features of a Level 2 response.



Candidates should have explored two contrasting locations whilst being at an appropriate scale. In this case contrasting a small region of Newcastle with Newcastle as a whole limits the candidates' ability to recognise differences and explain them.

(b) Explain why your two chosen places have contrasting levels of cultural diversity.

(6)

Named local place

Arnside

Named contrasting place

Slough

Slough has a very ethnically diverse population, with 34.5% of the population White - a minority. Over 150 languages are spoken throughout Slough and the schools are diverse with many students of English as a second language. One reason for this high level of cultural diversity is the opportunities this urban area has, for example, due to its close proximity to Heathrow airport and London, many TNCs have found Slough to be a good investment and have set up factories and operations there, such as O2, Nintendo and M&S. This creates job opportunities and may influence immigrants to move to Slough. Furthermore, ethnic people may bring over family or friends to help them start their life in the UK, making the area even more diverse. Contrastingly, Arnside is a small, once fishing, village in Cumbria. The percent of White people in the population is around 98% and over 50% of the population is people older than 65 years old. This village has low cultural diversity because it is remote, with low levels of public transport, few and often seasonal jobs in the village and high living prices. This is not desirable to immigrants and so there is very little cultural diversity. However, due to a village programme to offer to share your home with refugees from Ukraine during the war between Ukraine and Russia, a few Ukrainian families moved into Arnside, making the area slightly more diverse, despite them all being White, they shared new culture with the village.



6 marks were awarded here. The candidate outlines their two chosen places as Slough and Arnside in Cumbria. These two places have obvious contrast and the candidate is able to evidence this through the use of supporting evidence. The candidate explores a range of reasons for the levels of diversity found in Slough including geographical location close to Heathrow and London and the resulting immigration in search of employment. There is also an implied idea of ethnic clustering explored.

The candidate then explores reasons for the low level of diversity found in Arnside including a lack of public transport and high living costs. However, the candidate does recognise that diversity has been increasing due to Ukrainian families moving in during the crisis in a normally low diversity location.

Overall the candidate response demonstrates accurate and relevant geographical knowledge and understanding throughout, with a good range of supporting evidence.



It is important that candidates rely on up to date information regarding their chosen places and should look to use the 2021 Census data, as well as wider events such as the Ukraine crisis as demonstrated by this candidate.

Question 4 (c)

Candidates are required to write two 20-mark essays in this paper. The skills required for these extended writing questions are varied and many candidates found these challenging. The command word in these questions is 'evaluate' and answers needed to find logical connections and relationships, produce a full and coherent interpretation supported by evidence from their geographical knowledge and understanding, and then present a balanced argument with a substantiated conclusion. The mark scheme differentiates between 4 levels of performance with many candidates struggling to achieve the top marks at Level 3, and few reaching Level 4. In this question, candidates need to address **both** the image and reality of rural places in order to judge the effectiveness of different strategies.

On the whole, candidates struggled with this question. Some drifted into urban rather than rural (or in some cases just ignored rural altogether). Cornwall was most commonly used – with Eden Project featuring in a large proportion of responses, but beyond that there was limited application. Many used case studies that were not rural such as Stratford in London, and others used examples like Totnes transition town. Strategies were sometimes very non-specific or (for example) the Eden Project was a panacea for the whole of Cornwall. In addition, candidates struggled to focus on the aspects of image and reality, instead discussing these as one entity.

The majority of candidates focused their response around improvements in rural areas with a lack of focus on how these had impacted either image and/or reality of the areas they were deployed in.

The best responses addressed rural development through more nuanced and elegant ways e.g. community self-help, transport at a local scale, broadband connections, business start-ups and pump-priming, and sustainable tourism (e.g. rural Wales) and used sound examples from the Post Production countryside.

over the hill
countryside
superb
broadband.
Eden
renewable
aeron
a390
East Devon (20)

(c) Evaluate the success of different strategies in improving the image and reality of rural places.

The image and reality of rural places differs ~~the~~ from person to person due to your perception and lived experience of the area. Perception is ~~the~~ an individual or a groups 'picture' ~~of~~ of an area ~~the~~ ^{by me} assessment of any information given. Over 60% of over 55's view the idea of moving to rural areas appealing, due to the socially constructed, commonly shared ~~the~~ stereotype of the rural idyll. In ~~the~~ which life in the countryside is still right and unaffected by globalisation.

The Eden project, built in 2001, has improved the image of Cornwall and has furthermore brought in tourism which ~~is~~ has boosted the local community (via the positive multiplier effect). The Eden project contains 2 large conservatories containing all types of plants and flowers, has brought in 13 million tourists per year, has an education centre. ~~The~~ Furthermore, the Eden project cost around £140 million and it has been calculated that it has improved the economy by 1.1 billion. The Eden project was built from a large clay mine, so landscaping has taken place to improve the environmental view of the area. Whilst, the Eden project has had multiple positive impact, including ~~genera~~ generating 600 permanent jobs, & there are some obvious downsides, such as traffic congestion in these rural areas, and furthermore ~~pollut~~ air pollution may alter. Overall, the Eden project has been a huge

success in improving the image and reality of the area.

~~§~~

Superfast broadband was constructed in 2015, and now 95% of the Cornish population has access to this fast wifi.

The ~~creation of the~~ construction of the superfast broadband has improved not just the image but also the reality of rural places immensely as ~~more~~ now Cornwall has the high population increase in the UK, despite an aging population and many young people moving out due to ~~the~~ go to other employment opportunities elsewhere and also move out to go to university. The superfast broadband has also reduced the number of people commuting into the area, and so the pressure of public services has reduced and also traffic congestion has reduced. However, whilst superfast broadband has significantly improved the image, 5% don't have access to the broadband, and purchasing of ~~new~~ homes (due to ~~the~~ rural idyll) can lead to ~~the~~ dominant towns and villages for the majority of the year. Overall, superfast broadband has been relatively ~~and~~ successful in improving the image and reality of rural places.

Local enterprise partnerships aim to create job opportunities and improve the environment. For example, New Anglia LEP constructed around 10 years ago, ~~provided~~ provided 95,000 new jobs, 117,000 new homes and 10,000 new businesses. The aim of local enterprise partnerships

is to boost investment into rural areas, which in turn can boost local economies as people have more employment opportunities, and so have more disposable income which can in turn create a positive multiplier effect. New Anglia also aims to improve yield, air pollution, reduce deforestation and also supports small / microbusinesses. However, there aren't that many LEPS in the UK, and not much ~~advit~~ advertisement is put in place. Therefore, it is hard to measure the success of ~~different~~ ^{the} strategies in improving the image and reality of rural places.

Overall, in Cornwall both the Eden project and the superfast broadband have improved the success of the image of the area, ~~here~~ in terms of tourism to the general public. However, success is subjective, and a strategy that may be deemed successful to one person may differ to another person. For example, Eden projected boosted local economy, however increased tourism has ~~led~~ led to increased pollution levels.



15 marks were awarded here. There is a strong start by the candidate in exploring that image and reality depend upon perception and lived experience, as well as age.

The candidate explores a range of strategies including the Eden Project, superfast broadband and local enterprise partnerships.

For each strategy there is clear evaluation and in some strategies there is clear explanation addressing both the image and reality, but not in all.

The conclusion is insightful and recognises that success is subjective. Whilst this conclusion is clear and rationale, there has been limited recognition of the subjective nature of success until this point. This is a missed opportunity for the candidate.

Overall the candidate applies knowledge and understanding of geographical information to come to a conclusion, which is largely supported by an argument.



Candidates are encouraged with the large tariff questions to take the time to formulate a plan before they commence writing. This will enable them to consider what pertinent knowledge they should include to address the question as well as to consider the selection of supporting evidence.

(c) Evaluate the success of different strategies in improving the image and reality of rural places.

(20)

Rural places need management due to them suffering from a wide range of issues ranging from unemployment to isolation. Due to the urban bias of the government, rural places are often best forgotten. Therefore, ~~it is~~ ^{strategies} are important to overcome this disregard in the past and improve the image and reality, so people can ~~to~~ conform more to the rural idyll in the future.

One strategy used to manage rural places to improve the reality of the place was the superfast broadband installation. Rural places suffered greatly from isolation and lack of connection. Therefore, the superfast broadband scheme allowed people living in rural places to get access to the internet. This meant they were able to communicate with people through services such as Facetime and Zoom. ~~Increasing this~~ ^{increasing this} ~~coverage~~. At the end of the scheme the UK had 95% coverage which was on a par with Japan at 96%. This improved the image of ~~rural~~ rural places greatly as isolation was not deemed as ~~a~~ ^{quite} an issue anymore. It also generated 8000 jobs which improved the reality for many ~~places~~ ^{people} living in rural places ~~it~~ as they now have an income which can be spent on more goods and services, increasing their quality of life. However, ~~the~~ the scheme cost ~~£~~ £4 billion which was a great opportunity cost. This money may have been better used in improving education in rural

areas or improving the accessibility. However, overall the superfast broadband scheme was highly successful and greatly improved the image and reality of rural places.

Another strategy used to improve the image of rural places was the Eden Project. This was done to improve the environmental degradation as it replaced a former china clay quarry. Eden project is now the world's largest indoor rainforest and therefore has improved the image greatly, allowing more people to conform to the rural idyll. Alongside this it has improved the reality of rural places as it has employed people and help sustain 650 businesses. Therefore, this has had great positive implications on people as ~~as they can now more able to~~ it has created a positive multiplier effect as more people visit the rainforest, more people go to the surrounding shops and businesses and spend money there. This leads to more economic growth in the whole area and improves people's standards of living. However, there is still accessibility issues surrounding the project, as you can't get there easily by public transport. This damages the image of rural places as ~~they~~ it conforms to the stereotype of them being inaccessible. However, overall the Eden project has greatly improved the image and reality of rural places and has therefore been successful.

another strategy used to improve the reality and image of rural places in the Lake District Partnership scheme where 85 organisations came together to form a prosperous economy. This improved the reality of rural places as employment increased by 8.4% and the area had below average people claiming Job Seeker's Allowance at 1%. This improves the reality ~~of~~ for those people as they have more disposable income and therefore leads to higher growth but also improves the image as people often stereotype the rural areas as having a low number of jobs. This is a key reason why migrants ~~to~~ choose to live in cities rather than rural areas. Therefore, through this scheme improving the employment aspects of rural areas, it is overcoming the stereotypes ~~and~~ of rural places and therefore improving the reality and images of rural places.

However a less successful strategy that may conform to the rural drive is the Brecon Beacon's National Park scheme. This did not greatly improve the reality or image of rural places as would have hoped. The percent of people with no skills was 18% ^{between 18-24}. This is significant as the strategy aimed to increase the skills, which it did through city stone walling. However, it did ~~contribute~~ did not

improve unemployment in the area as the strategy was based on volunteering. This didn't improve the quality of life for people as much. Therefore, this did not improve the quality for people in rural places or the image of rural places. Therefore this scheme was quite unsuccessful.

In conclusion, rural development schemes are successful in improving the quality and image of rural places and has allowed people to realise the idea of the rural idyll more, through overcoming stereotypes about rural places. However, there had been some unsuccessful schemes such as the

(Total for Question 4 = 35 marks)

Beacon Beacon's National Park. TOTAL FOR SECTION B = 35 MARKS



19 marks were awarded here. The candidate begins by exploring the issues facing rural areas and the issue of urban bias plaguing the UK government.

The candidate explores a range of strategies including superfast broadband, the Eden Project, Lake District Partnership scheme and the Brecon Beacon's National Park scheme.

In each of the strategies the candidate clearly links the strategy to the reality that needs to be tackled, for example isolation in the case of broadband. There is also ongoing evaluation of the success with supporting data.

The conclusion whilst evidenced and substantiated, repeats ideas from the response by then consolidating the response and considering the effectiveness of these strategies in improving the reality and image of the rural areas.

Overall this response demonstrates accurate and relevant geographical knowledge and understanding throughout. The response is a full and coherent interpretation that is supported by evidence. It is not awarded full marks due to the issues raised in the conclusion but is a very strong piece of writing in the given time frame.



Make sure you cover all the different elements of the question. In this question you need to mention two key ideas of image and reality and therefore strategies discussed should comment link to these ideas.

Question 5 (a)(i)

Calculating and having an understanding of % of a whole and % growth and decline are fundamental to geography, but some candidates were not able to use the data provided to calculate a simple % figure.

Here all that was required was to select the correct numbers from those provided, divide one by the other and times the answer by 100. The requirement to give the answer to one decimal place also tripped up a few.

However, a positive shift has been the increased number of candidates achieving full marks on this question as they recognised the need to show their workings out.

Question 5 (a)(ii)

Before the exam, check you can do basic calculations. If you find these tricky, have a look at the question as you may be able to score 1 mark by setting out the working. The majority of the candidates were able to successfully work out the range of the figures shown, resulting in most achieving full marks.

Question 5 (a)(iii)

As with Q03(a)(ii) and Q04(a)(ii), when answering a 6-mark question with a resource, the resource should be used as a stimulus for the response.

Candidates provided a range of responses but on the whole this question was answered well. Popular responses focused on explaining lower life expectancy of US (linked to privatised health care and diet) and longer life expectancy in UK being due to NHS (and then explained the importance of this with regard to specific treatments, e.g. cancer care).

Some candidates attempted to explain USA's life expectancy but ran into issues when they argued high spending was a good thing and improved life expectancy which showed a weakness in their understanding of this anomaly in the data.

There were few level 1 responses overall due to the confidence of candidates with this topic.

(iii) Study Figure 3.

Suggest why life expectancy varies for these developed countries.

(6)

In figure 3

- Higher health care Spending per Capita in Switzerland means they have better healthcare than Turkey who spent a lot less
- Lifestyles of the people (Sedentary in the USA)
- Accessibility in the USA (not free)
- Population & doctors per person



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Examiner Comments

2 marks were awarded here. The candidate perhaps has started to run out of time and has shifted to bullet points. The candidate does suggest a range of ideas but these are not explained due to the style of writing.

Overall the candidate demonstrates isolated elements of geographical knowledge and understanding that are not fully explained.



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Examiner Tip

Use these resources as starters in a lesson to discuss in groups and come up with ideas for an answer. You only have about 7-8 minutes for your answer so you need to be concise and also able to come up with several different ideas.

(iii) Study Figure 3.

Suggest why life expectancy varies for these developed countries.

(6)

Firstly, differences in attitude towards diet or lifestyle such as smoking or overconsumption of fast food may cause a fall in life expectancy. In Japan, life expectancy is 84.7 which is significantly higher than the USA (77) and this may be due to lifestyle differences due to culture.

Secondly, differences in the provision of healthcare or services in a country may cause life expectancy to vary. In the USA, private healthcare is often required compared with state provision via the NHS in the UK, which may explain why life expectancy in the UK is higher.

Lastly, healthcare spending in Turkey is abnormally lower than the other nations, which may explain why Turkey has slightly lower life expectancy than e.g. Luxembourg. There may be longer wait times in Turkey for e.g. ~~core~~ cancer screening and hence a slightly higher mortality rate.



5 marks were awarded here. The candidate begins by exploring the first reason that lifestyle attitudes can impact life expectancy. This is then evidenced through using data from the resource by comparing Japan and the USA. Secondly the candidate focuses upon the role of healthcare and the difference that state and private healthcare play in life expectancy. This is explored by contrasting the UK and USA.

Finally Turkey is recognised as being an anomaly and attempts to contrast this with Luxembourg. This section has less clear explanation compared with the rest of the response.

Overall, the candidate applies their knowledge and understanding to geographical information logically to find relevant connections between stimulus material and the question. It is not full marks due to the lack of clarity in the Turkey and Luxembourg example.



When faced with an unfamiliar resource, do not panic. Study it carefully and check what the question is asking and draw on your studies in class to build an answer.

Question 5 (b)

The 8-mark essay questions have similar marking criteria to 6-mark essay questions. A 'broad range' of geographical ideas is required, which should be 'detailed and fully developed'. This would mean at least two ideas or themes. Exemplification is almost essential though not specified.

In this 8-mark question, candidates were asked to explain why there was a need to consider a range of variables in order to measure the success of development aid.

Overall this was not well answered with candidates able to identify what development aid was and often stated how it was used but few realised that they had to say why variables such as life expectancy are needed to see if it is successful. This meant that actual variables were often never explained which caused candidates not to be fully addressing the question.

The best responses were able to explain development aid that was aimed at the economy could be measured by GDP whilst aid aimed at improving life expectancy or health could be measured with increased doctors per thousand or falls in death rates as a result of this aid. These were able to suggest that development is multi-faceted so requires social, economic indicators. There were good attempts to compare short and long term impacts as well as suggestions that corruption/mismanagement may mean that improvements may not be felt equally across a country.

(b) Explain why a range of variables is needed to measure the success of development aid.

(8)

- A range of variables is needed to measure the success of development aid because for an example ~~the poor~~ Bolivia is a undeveloped country in South America with high crime rates, poor healthcare and low literacy rates.

To help with this Evo Morales became president and some may say he did help with developing Bolivia however some of the development aid money went to some of Morales selected people and not the public.

- ~~In~~ In result of 2010 earthquake in Haiti which resulted in over 100,000 deaths and ~~million~~ an estimated of \$2million worth of damage. The country decided to ask for development aid this came from USA, UK and France. Which ranged from money, medical equipment, ~~and~~ food and water. Haiti was already a corrupted government. so when when

received money they didn't spend it
on redeveloping the country.



3 marks were awarded here. The candidate begins by stating that a range of variables are needed but initially gives no reason. The candidate uses the Bolivia example to identify a location where development aid was needed and linked the provision to the issue of political corruption. There is validity in this argument but there is a lack of explanation as to why this means there is a necessity to have a range of variables.

The candidate then shifts focus to Haiti and introduces the same idea of corruption in this context.

Overall the candidate response has some merit but it is narrow in terms of explanation. It is not level 1 as the geographical knowledge and understanding is relevant but the geographical ideas are not fully developed. A level 1 would have been debated but the candidate has one key idea that has been explored in two different locations so was enough to tip into level 2.



There is not time in an exam to write all that you have learnt about a topic. You need to be selective and show the examiner your understanding of the relevant aspects only.

Descriptive answers at A level will only score low marks.

(b) Explain why a range of variables is needed to measure the success of development aid.

(8)

Development aid is either directly intervening ~~area~~ or providing investment to a country to raise levels of development. Development aid can be measured by improvements in wages and employment, using indicators like GDP per capita. It can also be measured socially by improvements in health and life expectancy, using indicators like HDI. ~~A lot of~~ Many Sub-Saharan Africa countries have received development aid to target life-threatening conditions like Malaria, which has been successful at reducing cases. In Sierra Leone UK development aid has helped to eradicate Ebola, which has improved health and life expectancy. These interventions focus on social improvements so are measured using different variables to economic improvement. Development aid can also be measured politically with the Democracy Index as some interventions aim to increase democracy and freedoms in developing nations.

In the past, development was measured solely on economic growth with GDP per capita, but many people today, like Hans Rosling, argue that improvements in health, education, environment and human rights are more important. This means there is a range of interventions which target different aspects, so a range of variables is needed



5 marks were awarded here. The candidate begins by considering a range of variables that can be used and linking these to different components of development e.g. life expectancy linked to social development. The social examples are supported by some evidence, with an attempt to address the overall question in this first paragraph by recognising that there is a need for different variables but no reasons are given.

In the second paragraph the candidate attempts to tackle the question focus by considering that historically development was solely measured by focusing on economic growth, but that social aspects are more important. Again, there is no explicit reason stated here but the candidate has attempted to address a range of geographical ideas which are not fully developed.



Candidates should consider which reasons they want to lead with to ensure that they are tackling the 'explain' command word.

(b) Explain why a range of variables is needed to measure the success of development aid.

(8)

A range of variable is ~~is~~ needed to measure the success of development aid due to countries choosing to use aid to further economic development over another factor such as human rights. ~~to~~ Following decades of war, Vietnam faced extremely low economic development in the 1980s. This led ~~to~~ them to use aid in order to restore the economic prosperity, reducing poverty by 40 million. This means a range of variables is needed as by only using economic factors such as GDP or GNI, you ~~are~~ ^{only} able to see the ~~social~~ ^{economic} benefits that the development aid has resulted in and not the political or social or environmental benefits.

Another reason could be due to the ~~accuracy~~ ^{inaccuracy} of data. As countries provide data on GDP per capita, the value may not be based on the true representation of the results. ~~By~~ By calculating the gini-coefficient before and after development aid, you are able to see whether the GDP per capita has increased but also whether income inequality has reduced, which could be a factor of success.

A range of variables is ^{to measure success} also needed due to a country not having seen an overall improvement. For example in Saudi Arabia, whilst the country is relatively developed due to its oil industry, the country does not perform well ~~in~~ in terms of human rights, with women seeing a limit to their rights, having only ^{just} being ~~able~~ to let drive in 2018. Therefore, in order to see ^{an} ~~the~~ overall change, a ~~variety~~ range of variables is required to measure the full extent of success of ^{any} development aid that is

given to a country, whether a top-down or bottom-up approach is taken.



7 marks were awarded here. The candidate begins by recognising that a range of variables is needed because development aid is used to further economic development and human rights. The example of Vietnam is used well with supporting evidence providing the background context for the development aid. The candidate then explores that reliance on just economic indicators such as GDP or GNI would not reflect other aspects of development.

The candidate then considers the issue of inaccurate data and suggests a more effective variable would be Gini coefficient to judge whether income inequality has been reduced. There was a missed opportunity for the candidate to consider why the data might be inaccurate and the implications of this.

Finally, the candidate considers that without a range of variables some countries would be judged poorly with the example of Saudi Arabia's human rights approach.

Overall the candidate addresses a broad range of geographical ideas, which are detailed and mostly fully developed, which is why it does not receive full marks.



Make sure you tackle both parts of these short essay questions. In this question, you need to discuss both variables and development aid.

Question 5 (c)

This is a 20-mark extended writing question and candidates were asked to evaluate the view that IGOs have been largely unsuccessful in improving human development. Candidates should look for words such as '*largely*' as they are highlighting that it is not as simple as a yes/no and that debate should be expected and welcomed.

Candidates found this question challenging, although a simple balanced approach arguing in favour and against the statement worked well, as well as a substantiated rational conclusion.

Weaker responses did not comment on specific IGOs, instead commenting on their role generally, and these responses also lacked specific detail about human development and instead shifted into a solely economic focus.

The most successful responses understood a range of IGOs (WTO, World Bank, IMF, UN) and were able to explain their role in improving human development. These level 3 and level 4 responses were effectively supported with named examples (both positive and negative). These also had a clear understanding of the different components of human development including gender equality and schooling.

The IMF was probably the most successfully covered as most candidates were able to discuss the challenges surrounding Structural Adjustment Programmes (SAPs) with Jamaica featuring prominently.

The World Trade Organisation (WTO) was less well understood with many candidates citing its success in helping countries trade and earn money, but very few acknowledged its failings in ensuring free trade, or the strict requirements countries are placed under if they wish to join (e.g. cutting agricultural subsidies and opening up their borders to TNCs).

Some discussed the MDGs or SDGs – but these would have benefited from a greater understanding of what some of these goals were and including specific evidence to support largely generic statements citing success. There was often a focus on human rights which, although credible, was often left up to the reader to establish the link between a specific human right with human development.

An important thing for centres to consider is that whilst the use of past papers is expected and commended, the over-reliance on them can result in candidates expecting certain questions. In this case many candidates were expecting a military based question and so chose to discuss NATO for example or the US invasion of Iraq which as not linked to an IGO.

(c) Evaluate the view that Intergovernmental Organisations (IGOs) have been largely unsuccessful in improving human development.

(20)

IGOs are designed to help human development through changing legislation or providing aid. Examples include the World Trade Organisation which aims to reduce trade tariffs around the world and promote free trade in order to stimulate economic growth. Their actions have resulted in more interdependence and globalisation, enabling places to be 'switched on'. This has led to greater human development as more jobs in this sector such as manufacturing are created, however it becomes unsuccessful as links are not created with countries such as ~~the~~ North Korea, where they strictly control imports and exports. Other places such as the Sahel Region have benefited from free trade however, as poverty is reducing due to it being 'switched on'.

The World Bank is useful in providing aid for human development by allowing countries across the globe access to resources in order to improve the infrastructure. This is helpful as it can be used to stimulate

economic growth which leads to better human development. However, countries with corrupt governments may exploit this scheme which decreases human development. Furthermore, countries have to abide by specific criteria such as lifting certain trade policies, which some countries may not agree to and therefore call to HICs such as China for financial help.

In conclusion, IGOs such as the IMF, WTO and world bank can offer helpful development aid however there have been other, more beneficial ways of improving human development.



7 marks were awarded here. The candidate does not have a conclusion in this example which means the response begins by introducing the WTO and identifying their role in promoting free trade through the removal of tariffs. This has then been linked to countries becoming switched on, however no countries who have benefitted have been explored at this point. There is an attempt by the candidate to evaluate by focusing on North Korea but this is weakly linked to the rest of the argument by the candidate.

The second paragraph moves to focus on the World Bank, this is less successful with the candidate outlining the role as to 'allow countries across the globe access to resources'. The same line of argument is presented in terms of the positive of this approach, but a counter view of corruption whilst having some validity is not well explored. A further point regarding criteria that countries need to abide by again is valid but is weakly explained and that it is not tied to any named locations.

Overall the candidate response has all of the features with regards to attempts at evaluation, however in most cases the examiner is led to include their own detail in order to add context to the points raised. The response is a partial interpretation that is supported by some evidence (in this case the inclusion of the WTO and WB) but there is no conclusion evident and there is a lack of coherence to the response.



The importance of including a conclusion is highlighted in each of the level criteria descriptions. If time is an issue, it would be better to pause and summarise your findings i.e. answer the overall question, rather than to add an additional paragraph.

PLAN
IGOs eg UN = UNAMEEB - EROB = SUCCESS.

UN peacekeeping
↳ Rwanda = no intervention
unsuccessful.

IGOs eg WB = Chad Cameroon = UNSUCCESS

IGOs providing aid - TIED
unsuccess.

(c) Evaluate the view that Intergovernmental Organisations (IGOs) have been largely unsuccessful in improving human development.

Human development is improvements in quality of life and living standards and opportunities, it's success is dependent on social and economic. (20)
IGOs include the World Bank, United Nations, International

Monetary Fund, WEF and many more. They improve human development through offering loans and intervening. They've had some successes, such as world health and food crisis, however arguably their unsuccesses are more prevalent. This therefore shows how largely they are unsuccessful.

IGOs have been unsuccessful at improving human development because their aid and support can be misappropriated and mis-targeted - not helping those who need it the most. IGOs such as the World Bank help to fund aid projects, such as development aid - this is unsuccessful as it's wholly top down and doesn't target the poorest communities. An example of this is the Chad Cameroon pipeline, funded by the World Bank. This was unsuccessful as profits were ~~not~~ siphoned off by the government to buy weapons and the pipeline destroyed pygmy tribes home. This shows how IGOs are unsuccessful at improving human development because people remained trapped in poverty and services remain underfunded - resulting in a decline in the quality of life. However, when IGOs aid is directly targeted it can help to improve quality of life, such as solar lights in Senegal, which have reached 6115 children, and allows them a better education as they can work longer.

However, IGOs have had some success at improving human development, through helping to encourage the 8 MDG targets created by the UN in 2000. This improved human development as it drags people out of poverty and involves bottom up aid, benefiting communities. The UN created UNAMID to help tackle Ebola in West Africa, which helped to target the MDG goal of reducing diseases. This can be seen as successful because by 2016 this region was Ebola free. This shows how IGOs have helped human development by improving health and therefore allowing people to access better opportunities, like education. However, this success is limited as IGOs usually intervene too late, when the consequences of events have already occurred. For example, UNAMID acted 6 months after the first Ebola case.

~~As well as this~~, IGOs have also been unsuccessful in improving human development because they give tied aid, which comes with strings attached. An example of this is the IMF, which gave loans to Jamaica, but reversed human development by trapping it in debt, meaning it had to make cuts to healthcare and schooling. Furthermore, the US in Haiti gives tied aid through forcing Haiti to buy US products. This shows how IGOs have been unsuccessful as through their aid, they trap nations in poverty. This creates aid dependency and does not progress human development.

as countries remain trapped in a vicious cycle of poverty and relying on aid and action from IGOs. An example of this is Haiti which has remained the poorest nation in the western hemisphere. However, IGOs aid can also help to drag nations out of poverty and is sometimes the only option, such as the UN helping combat food insecurity for 60 million people during the world food crisis.

IGO's have ~~not~~ been successful in developing human development through their intervention. They can act in defence and intervening. This was made under the R2P in 2005 - meaning nations can intervene to protect human rights. An example of successful intervention is the UN in the Ivory Coast. ~~Indirect~~ Indirect military intervention here helped to stop conflict and rebuild the economy after through giving seeds to grow crops. This shows how IGOs can also be successful as they can help to stop human rights abuses and rebuild economies, which hinders economic growth. However, it's not successful in all cases, as sometimes intervention is prolonged or doesn't occur - meaning human development suffers. This was evident in Rwanda 1994 - where the UN failed to act and 800,000 died - slowing back of development.

In conclusion, IGOs have largely been unsuccessful at improving human development because their aid and intervention is usually flawed and/or misappropriated. Furthermore, it's usually top-down, not targeting poorest

communicated and has short-term effects - such as emergency aid. However, it's not all unsuccessful as it has helped to drag countries out of poverty and health crises, such as West Africa and Ebola.



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Examiner Comments

Full marks were awarded here. There is a clear introduction presented by the candidate and the argument to be presented is clearly articulated at the start.

The candidate then identifies clear lines of argument including the misappropriation of resources, top-down approach and the issue with this, improvement in human rights for example. The response covers a range of IGOs including the World Bank, the UN MDG targets, the IMF and the UN R2P.

The candidate uses named examples to support their lines of argument, rather than full case studies which can often dominate the responses, here the examples are concise allowing the examiner to see the application in the real world but not distracting from the line of the argument.

The response concludes by judging that the IGOs have been largely unsuccessful due to the misappropriation of resources and the top-down nature of the interventions. Here the resource remains balanced by considering that they have helped in some instances.

Overall, the response demonstrates accurate and relevant geographical knowledge and understanding throughout. There is a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently.



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Examiner Tip

It is important to remember that for 20 marks the essay does not need to be perfect, here the candidate has discussed a wide range of IGOs and applied a range of examples to support their line of argument.

Question 6 (a)(i)

Calculating and having an understanding of % of a whole and % growth and decline are fundamental to geography, but some candidates were not able to use the data provided to calculate a simple % figure.

Here all that was required was to select the correct numbers from those provided, divide one by the other and times the answer by 100. The requirement to give the answer to one decimal place also tripped up a few.

However, a positive shift has been the increased number of candidates achieving full marks on this question as they recognised the need to show their workings out.

Question 6 (a)(ii)

Before the exam, check you can do basic calculations. If you find these tricky, have a look at the question as you may be able to score 1 mark by setting out the working.

The majority of the candidates were able to successfully work out the range of the figures shown, resulting in most achieving full marks.

Question 6 (a)(iii)

As with Q03(a)(ii) and Q04(a)(ii), when answering a 6-mark question with a resource, the resource should be used as a stimulus for the response. This answer needed to use information derived from the resource (AO2) and develop ideas using the candidates' own knowledge and ideas (AO1). Many answers achieved one of these assessment objectives, but not both.

Candidates performed well on this question with the best responses providing a range of reasons supported by data from the figure.

Weaker responses tended to focus on simple push and pull factors, focusing solely on the high numbers from Mexico to suggest poverty as a push factor leading to migration to the USA. Some candidates struggled to give high level explanations of why some countries (e.g. Ireland) might have a high percentage of population overseas.

The best answers referred to free movement in the EU; the role of diasporas and Japan also featured highly with regard to its homogenous culture leading to people wanting to remain in the country.

(iii) Study Figure 4.

Suggest why the percentage of the population living overseas varies for these countries.

(6)
the variation is typically, the higher the GDP, the less living overseas (exception of Ireland which appears to be an ~~high~~ anomalous answer). This could be due to a range of reasons, but most likely due to someone in a family having to leave ~~for~~ for work* + send remittance home to the family, like Mexico + Turkey, which is not necessary for higher earning countries. However this doesn't fit for Ireland or Sweden, who may be leaving due to lack of work/opportunities in their area.

* where there is more opportunity for work + money.



2 marks were awarded here. The candidate recognises the relationship between the two variables shown and provides one reason i.e. movement for work. There is an attempt to link this to Mexico and Turkey but this lacks clarity. There is then a mirrored statement to Ireland or Sweden.

Overall the candidate applies knowledge and understanding to geographical information inconsistently.



Questions with the command word 'suggest' require candidates to identify plausible reasons to the unfamiliar context provided. Candidates should try to consider a range of ideas allowing them to move into the level 3 marking criteria.

(iii) Study Figure 4.

Suggest why the percentage of the population living overseas varies for these countries.

(6)

The percentage of people living overseas is low (0.5%) in the United States. This may be due to only 13% of the country in poverty, ^(less than US\$200 per month) suggesting that there is high levels of job opportunities and high income. Shown in Clara County, USA which has the headquarters of Apple, Adobe and eBay with the average house price as over US\$1 million. Highlighting high potential incomes and opportunities in the country so less need to live overseas. However, countries such as Ireland where 17.5% of population live overseas suggest that people move to be closer to friends and family and being part of the EU allows free movement of people, allowing people to easily relocate and move overseas.



4 marks were awarded here. The response focuses upon two of the named countries shown in the resource, the USA and Ireland. Two key reasons for the pattern are explored and both hold validity. Whilst the USA section has clear explanation and includes own knowledge, the Ireland section struggles to fully understand the relevance of its inclusion i.e. its role as a tax haven.

Overall the response applies knowledge and understanding to geographical information to find some relevant connections between the stimulus material and the question.



Use these resources as starters in a lesson to discuss in groups and come up with ideas for an answer. You only have about 7-8 minutes for your answer so you need to be concise and also able to come up with several different ideas quickly.

Question 6 (b)

The 8-mark essays have a similar marking criterion to 6-mark essays. A '*broad range*' of geographical ideas is required, which should *be 'detailed and fully developed'*. This would usually mean at least two ideas or themes. Exemplification is a useful route for many candidates, though not essential. In this question, candidates were asked to explain how successful IGOs are in managing environmental challenges facing the oceans.

This proved to be a challenging question for candidates due to the specific focus on environmental challenges facing oceans. Candidates seemed to either focus on oceans or the environment and as a result struggled to link these together. Consequently, there were lots of answers focused on climate change and international agreements to tackle this, or they were focused on agreements for managing the oceans (e.g. UNCLOS) but these were not linked to the environment. There were a lot of answers discussing tensions in the South China Sea, but these were about territory/trade routes and not the environment.

The best answers identified organisations such as UNCLOS, whaling agreements and fully discussed how successful they have been.

The level of responses from the candidates this series suggests that 'environment' has not been fully covered by the centres and therefore needs be addressed to ensure that candidates are better prepared for questions on this part of the specification.

(b) Explain how successful Intergovernmental Organisations (IGOs) have been in managing the environmental challenges facing oceans.

(8)

IGOs such as the WTO, WB, IMF work together in order to try and promote peace and security between countries and help them during times of economic difficulty. IGOs require everybody to work together and have the same views and ambitions to be successful.

Environmental IGOs provide a legal framework to work from in order to tackle environmental challenges concerning oceans. They can help control which countries get fair access to contested areas in the Ocean such as the South China Sea. The Arctic and the South China Sea are both contested areas of the ocean which face increasing environmental challenges as countries try to extract key resources from the area. Overextraction of the area could lead to depletion of resources as well as pollution and decreased biodiversity in the oceans.

IGOs can provide insights into their views in order to manage the environmental

challenges facing oceans however they can't actually physically stop countries unless they adopt a direct zone policy which they do not promote. This means they are only partially successful.



ResultsPlus Examiner Comments

2 marks were awarded here. The candidate begins by introducing a range of IGOs which is appropriate, then links them to their economic focus rather than being selective and considering only those that are pertinent to the question.

The second paragraph introduces a valid idea in the role of IGOs in providing frameworks (this is not explicitly linked to a named IGO) and applies this to the Arctic and South China Sea. Whilst the reason is valid, the application is unclear as assumedly the candidate is referring to UNCLOS which outlines the extent of ocean territory; the link here to environmental challenges is unclear.

The final paragraph is not relevant to the question.

Overall there are isolated elements of geographical knowledge and understanding, some of which is inaccurate and irrelevant.



ResultsPlus Examiner Tip

Make sure you tackle all parts of these short essay questions. Examples would help you build a fuller answer and would have helped in this response i.e. inclusion of specific IGOs and the actions they have taken.

(b) Explain how successful Intergovernmental Organisations (IGOs) have been in managing the environmental challenges facing oceans.

(8)

IGOs have had little success in managing the environmental challenges facing the world's oceans as they also have to contend with the competing claims of countries and a growing need for resources.

~~The IGOs~~ IGOs have been more focused on the economic opportunities the oceans can provide than the environmental challenges. The most significant legislation is UNCLOS which allowed countries the right to exploit the ocean territory 200 miles from their coast in a EEZ. This ~~has~~ has not only led to increased exploitation of resources but also to increased conflict in areas like the Arctic and South China Sea where these EEZ claims overlap.

There has been little focus on the oceans specifically however due to problems such as coral bleaching and ocean acidification global climate agreements have become strong although they still lack the ability to properly enforce ~~and~~ regulations and hold countries to account showing that IGOs have been relatively unsuccessful

in managing environmental challenges ~~are~~ oceans.



ResultsPlus
Examiner Comments

5 marks were awarded here. The opening paragraph presents a clear line of argument focusing on the issue of competing claims and a growing need for resources. They also recognise that the focus for the IGOs has been largely economic rather than environment. This is explored through the UNCLOS legislation. The candidate then includes coral bleaching and ocean acidification as evidence for the lack of success.

Overall the candidate covers each of the component parts of the question, however the range is relatively narrow with limited reference to explicit IGOs. This is top level 2 as the response has accurate and relevant geographical knowledge and understanding but the range is too narrow for level 3.



ResultsPlus
Examiner Tip

Check the wording of the question. If you are writing 'all you know' about a topic at A level, you have probably missed the point of the question and your marks will be low.

Question 6 (c)

This is a 20-mark extended writing question and candidates were asked to evaluate the view that national identity is easier to define for some countries than others. Candidates found this question challenging, although a simple balanced approach arguing in favour and against the statement worked well, as well as a substantiated rational conclusion.

The question focused upon the overarching enquiry question on national sovereignty and this meant that some candidates appeared to be unaware of this key term despite it being the driver for enquiry question 4.

The term sovereignty was interpreted widely by candidates and as a result of this interpretation shifted into a question on national identity so missed the opportunity to discuss the power of IGOs, trade blocs and TNCs. In addition, there was a large focus by candidates on how migration has challenged national identity and then many attempts to then try to link this back to sovereignty. Stronger candidates were able to discuss the issues of joining trade blocs e.g. the EU and the expectation to allow borders to be permeable thus giving up this aspect of national sovereignty. Weaker candidates tended to instead focus on the loss of British identity and the shift to multiculturalism.

Level 2 responses tended to focused on either loss off cultural identity or economic/political sovereignty but the most successful answers did both.

Stronger answers began with a clear definition of national sovereignty and then discussed specific IGOs and their role in eroding this sovereignty. These then counter argued this with ways in which sovereignty is being upheld, e.g. China and North Korea were effectively used, as well as the unsuccessful nature of independence movements such as in Scotland and Catalonia.

An important thing for centres to consider is that whilst the use of past papers is expected and commended, the over-reliance on them can result in candidates expecting certain questions. In this case many candidates were expecting a solely national identity question and as a result lacked the dexterity to adapt their examples and responses to the question focus.

(c) Evaluate the view that a loss of national sovereignty is inevitable in a globalised world.

(20)

The view that loss of national sovereignty is inevitable in a globalised world can be looked at in many different ways.

A good example to use would be China. This is because it has gained a new world title "The Workshop of the World" and this is because of globalisation. Foreign TNCs such as Apple are investing and outsourcing all of their manufacturing into China. This is because of their large population and cheap labour costs. This has caused a huge growth in China's economy making it the 2nd largest GDP economy in the world. China's economy is said to have risen by around 10% each year since 1971. However, China is using soft power in order to keep its culture alive. The Chinese Mandarin language is said to be in the top 3 most spoken languages in the world with a large sum of European students studying the language. China is also investing a lot in other countries in order to keep its national sovereignty alive. This goes to show that there are ways of removing the risk of loss of national sovereignty in this globalised world.

The UK is an example that could be used this is because it is a very culturally diverse country and the main leading factor is Migration.

~~The UK used to own the British Empire~~ The UK used to be a very dominant white, Christianity and Catholic country but since letting in more migrants the UK has become now a very diverse country and alot of the UK public don't want this for ~~that~~ the UK to become diverse. UKIP is a political party which aims to get rid of and stop any immigrants from entering the UK and in the last election they received 17% of the votes but did not win the election as they were still very far off. However the UK is still very open to migrants especially in places such as Birmingham. Where it is predominantly muslim. The UK is open to spread diverse cultures as most migrants who live in council homes have been spread out across the cities in the hopes of spreading culture, this goes to show that ~~over~~ a loss of national sovereignty is inevitable in a globalised world mainly because of migration which leads to different cultures being spread.

Another example would be America vs Mexico. Back in 2016 Donald Trump wanted to build a wall along the border of Mexico. This is because lots of Mexican migrants were entering illegally. This is because of a globalised world which is offering more people better job opportunities which is causing migrants to go to economic hubs to receive these opportunities. Around 16% of America's population is hispanic and a lot of Americans don't like this as they fear they are going to lose national sovereignty. However the previous President Barack Obama gave 8000 visas to illegal immigrants which turned them into economic migrants boosting USA's economy. This goes to show that a loss of national sovereignty is inevitable in a globalised world.

In conclusion I think that a loss of national sovereignty is inevitable in a globalised world because migration is constantly happening as migrants are looking for a better life ~~style~~ style in financial global hubs as there are more job opportunities but by doing this they are spreading more cultures.



6 marks were awarded here. The candidate is not able to define the term national sovereignty in the introduction which is good practice and convinces the examiner that they are clear on the focus of the question.

The candidate begins by using the example of China and the role of foreign TNCs in driving their economic development. Here there is a lack of focus on the question. The candidate does attempt to focus on the role of languages but this then shifts into Chinese investment in other countries.

The candidate then moves onto the UK and the role of migration. There are some very sweeping and generalised comments made regarding the role of migrants and the UK perception towards them. This section of the response does not directly link to sovereignty as the candidate rightly identifies that the 'UK is open' to diverse cultures so it is unclear what sovereignty has been lost. They could have linked this to the previous application of the Schengen agreement but even then, it did not directly apply to the UK. Centres should really look to tackle the misconceptions that are demonstrated here e.g. 'that most migrants live in council homes'. A similar line of argument is then presented using the USA vs Mexico example.

The conclusion whilst it does summarise the argument of the response has struggled to understand the nuances of sovereignty and the role that globalisation plays.



Having revised carefully, make sure you select appropriate material for each essay, and only include what is relevant.

Check the question wording and cover all the aspects required, and set the scene for your supportive examples so they make sense for the reader. For example, here the inclusion of China has limited merit unless the candidate was arguing that China has maintained to maintain sovereignty despite opening up to globalisation due to the presence of a communist government which is able to exert high control over its population and borders.

(c) Evaluate the view that a loss of national sovereignty is inevitable in a globalised world.

~~Availability of brands~~

~~GOs / Structural change~~

~~State / Country / National sovereignty~~

~~Joining trade alliances~~

~~Intergovernmental~~

~~Wider~~

(20)

National Sovereignty refers to the ability of a country to rule over itself. This refers to the lack of external power or influence that might affect how a country operates. In a globalised world, sovereignty is undermined by trade blocs, GOs, and foreign acquisition in some cases.

One way sovereignty is undermined in a globalised world is by countries joining trade blocs and trade alliances. This refers to an organization of countries that enjoy trading with each other as well as enjoy benefits such as reduced tariffs and free movement. For example, the EU is a trade bloc of most European countries which enjoy the benefits of free movement of goods and services. When Eastern European countries joined the EU, Turkey gained access to 30 million more customers. However, sovereignty is undermined because EU law takes precedence over UK law. The Factortame case is an example whereby Spanish fishers gained sovereignty over UK government because the Supreme Court ruled that EU agreements take precedence over government laws. This shows how sovereignty is undermined in a globalised world. To evaluate, I believed the benefits that come with joining a trade bloc outweigh the cost even if UK

law is undermined.

Secondly, national sovereignty is lost in a globalised world as a result of IGOs. This suggests that often, national governments have to uphold agreements with IGOs made by IGOs. This is supported by the example of SAPs (Structural adjustment policies) in Tanzania due to \$43 Million loan by the IMF. This led to ~~TNC~~ British TNC, City water taking over water supply in Tanzania. As a result, many households who were not able to pay city water had water supply cut off. This is highly significant because it shows how national sovereignty in the provision of public services is lost due to integration agreements with IGOs. The same is seen in Jamaica where SAP led to the cuts in funds for public amenities. To evaluate, I believed poorer countries who borrow from IGOs such as IMF, experience a loss in sovereignty because they are unable to pay back loans. Therefore loss of national sovereignty is often inevitable in a globalised world.

But it has to be mentioned, that IGOs do not always lead to a loss of sovereignty. Especially for more developed countries. This can be assessed through voting rights in the IMF. The USA has 16% of vote shares whereas 40% of vote share is shared between

another 8 Countries. This shows how more developed countries within the IMF ^{and other 190s} are able to maintain sovereignty over others. Similarly ~~with~~ in the UN, ~~the~~ veto and permanent members such as the USA and the UK are able to maintain sovereignty over non permanent members. This explains why some countries such as the USA are able to undertake unilateral action and often veto resolutions. This shows how only some nations lose sovereignty in a globalised world while others, especially superpowers are able to maintain sovereignty.

~~TNCs are another way~~
Ownership of ~~the~~ TNCs are another way sovereignty is maintained. This is because TNCs are often an indicator of economic strength and cultural influence which help maintain sovereignty within nations. ~~The~~ foreign ~~acquisition~~ acquisition of TNCs often undermines this strength. For example, Jaguar Land Rover was overtaken by Indian Tata Motors for 1.6 Billion. Further, Mini which is also UK based was taken over ~~the~~ German BMW. Although production is still in the UK. Sovereignty is lost because of foreign acquisition and the inability of nations to own ~~the~~ TNCs. To evaluate, globalisation often leads to the erosion of identity and sovereignty. This is due to foreign

acquisition

To conclude it can be said that, globalisation does not always lead to the loss of national sovereignty. It is fairer to say that globalisation leads to some countries increasingly losing sovereignty while some maintain sovereignty. Therefore already developed nations maintain a level of sovereignty while developing nations often struggle to maintain sovereignty particularly due to IGOs and TNCs therefore loss of sovereignty is only sometimes inevitable.



18 marks were awarded here. The candidate begins by accurately defining the concept of national sovereignty and this is then linked to the globalisation focus in the question.

The candidate introduces that sovereignty may be lost by joining trade blocs particularly the EU. The candidate demonstrates strong understanding of the role of the EU and this is evidenced through the inclusion of special examples to provide validity to their argument. The candidate highlights good practice in summarising their argument at the end of each paragraph i.e. evaluating the relevance of that section to the overall question.

The second paragraph focuses on the role of IGOs and explores the impact of SAPs in Tanzania. Similarly, the candidate looks to evaluate the paragraph. There is a missed opportunity here as the focus on the evaluation is on the loss of sovereignty as they are unable to pay back loans but this is not mentioned previously.

There is a clear counter-argument showing that the response is balanced as the candidate recognises that the IGOs do not result in a loss of sovereignty for all countries.

The conclusion is balanced and substantiated drawing the response is a solid end point.



In an essay like this with several different examples, an evaluative approach which weighs the evidence and makes a summary statement is good practice.

Paper Summary

Centres may like to focus on the following:

- 20-mark essays work best if there is a plan, perhaps written and certainly in the mind of the candidate.
- All essays should be 'supported by evidence' (third bullet point in the mark scheme). This might be a series of located examples, case studies, or facts or data, including evidence from the resource booklet (where appropriate) or a candidate's geographical knowledge.
- There was a clear misconception by a number of candidates regarding the difference between rural and urban environments. This was seen across both optional topics for 3c and 4c.
- Centres may consider the need for a greater amount of teaching time to be spent upon a number of key areas which underperformed in this exam series. These include:
- The role of IGOs in managing the challenges facing oceans (8B.9)
- Variables needed to measure the success of development aid and the need for a range of these (8A.10/8A.11)
- The specific nature and role of named IGOs including the World Bank, International Monetary Fund, World Trade Organisation, and the UN. (8A.3 and 8B.8)
- The concept of national sovereignty and how globalisation is threatening this (Enquiry question 4)

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

